Program Assessment System: Transition Point Assessments

The Department of Human Services and Rehabilitation is committed to department level planning, collection, analysis, and discussion of assessment data for purposes of improving candidate performance and program quality.

With the advent of a curriculum revision in 2006, faculty in the Human Services Program designed and implemented an assessment plan that includes collection of entry, continuation, and exit assessment data. Each year, the data is analyzed in the summer and is shared with the faculty at a Fall program meeting. Faculty review the data and prioritize areas for continuous improvement during the coming year. A program advisory committee receives updates on continuous improvements and areas requiring special attention.

The following table lists the key assessment points with the corresponding sources of evidence for the Human Services program.

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<th>Continuation</th>
<th>Qualification for internship</th>
<th>Program completion</th>
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<td>· GPA minimum of 2.75</td>
<td>· Quarterly GPA</td>
<td>· Quarterly GPA</td>
<td>· Cumulative GPA</td>
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<td>· Transferable AA degree or within 5 credits, or WWU GURs completed or within 10 credits</td>
<td>· Course-based assignments and performance tasks</td>
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<td>· Capstone portfolio benchmarked to CSHSE standards</td>
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<td>· Admission essay</td>
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Use of Data for Improvements of Programs and/or Operations

Admissions GPA
The Human Services program has a minimum GPA requirement of 2.75. A department exceptions policy allows for admission in exceptional situations when the GPA is between 2.2 and 2.75. Given past issues with admission GPA at the different sites, and given that it is a primary entry key assessment, all admissions decision-making is centralized within the Chair’s office. All students entering the program for Academic Year 2011-2012 met the minimum GPA requirement.

Qualification for Internship
The Human Services program uses a Benchmark assessment at the end of HSP 340 (Practicum I) to assess the students’ readiness for HSP 341 (Practicum II) and HSP 440 (Internship). During 2011-2012, 2 students (1.5%) did not meet the standard on the Benchmark Exam.

Students also need to meet the minimum standard on the HSP 341 Supervisor Evaluation before proceeding to HSP 440. During 2011-2012, all students met the standard on the evaluation, with one student exceeding the standard.

Exit Assessment/Capstone Portfolio
- Pass rate for Capstone Portfolio Benchmark assessment: In previous years, there were students who failed the capstone portfolio benchmark assessment, but still graduated successfully from the major. During 2009-2010, the Capstone Portfolio course was revised so that the benchmark assessment accounted for 100% of the final course grade. During 2011-2012, all but one student met the standard by achieving a score in the range of 70-100 points, with a mean score of 91.01.
Student concerns about benchmark assessment: In the past, there were several student concerns regarding the use of portfolios as an exit assessment. Several changes have been made to the Capstone Portfolio course and the benchmark assessment. The program will continue to monitor student performance and student/faculty feedback during this next academic year.

Student Exit Surveys
In addition to performance assessments, student exit surveys continue to be an important source of evidence to inform decision-making regarding priorities for continuous improvement. During the Spring of 2012, all graduating seniors completed a comprehensive exit survey. Results indicated that the vast majority of exiting students view the program in a positive light. Ninety percent or more of students completing the program were satisfied or very satisfied with the following aspects of the program: (a) quality of the human services course content, (b) quality of faculty instruction, and (c) overall experience in the human services major. Ninety percent or more of students completing the major agreed or strongly agreed with the following statements about the program: (a) My major helped me develop as a professional, (b) Classes provided a wide variety of learning experiences, (c) Faculty expected critical thinking in my courses, (d) Faculty encouraged students to actively engage in learning, and (e) Internship (HSP 440) was a valuable part of my learning experience.

Some areas where students indicate that the program should continue to work are in the areas of academic rigor, technology, the capstone portfolio, and the value of field visits. Another area to continue to monitor is the number of students who indicate an interest in staying in contact with the program following graduation since this percentage dropped from last year.

- **Academic Rigor:** The program has continuously worked to raise the bar on program quality and rigor for the past decade. Yet, as we attract an increasingly talented pool of students into the major, we need to continue to find ways to provide intellectual challenge. The program will continue to address this issue. This past year, 75% of the students agreed that the program was rigorous, which is consistent with last year, but an increase from previous years.

- **Developing Technology Skills:** In the past couple of years, there was an emphasis on making sure that students graduate with the technology skills that are required for successful performance as a human services professional. Data from the exit surveys with graduating students show that 74% agreed or strongly agreed that the major helped them develop new technology skills. This is up from 66% the previous year and from 49% two years ago. This is an ongoing issue within the program to identify a set of measurable technology standards that are professionally relevant to human services students.

- **Capstone Portfolio:** The program will continue to monitor student and faculty feedback regarding the revised content and grading rubric for the Capstone Portfolio. Data from the exit surveys showed that 42.3% of graduating seniors agreed or strongly agreed that creating a Capstone Portfolio was a valuable part of their learning experience. The exit survey data also showed that 47.1% of the
graduating seniors agreed or strongly agreed that a Capstone Portfolio was a good way to assess a student's learning over two years in the major.

- **Value of Field Visits:** This is an area that is being addressed by program faculty. This issue has also been raised at HS Advisory Committee meetings to get input from students and field supervisors. Data from the exit surveys showed that 64.4% of graduating seniors agreed or strongly agreed that the faculty visit to the internship site was useful. The program will continue to investigate ways of strengthening the field visit component to practicum and internship.

- **Staying in contact after graduation:** During the 2010-2011 academic year, faculty started a Human Services Facebook group to connect students and alumni for networking purposes and updates. The program will continue to provide the Facebook group this year and will monitor alumni contact. From the exit survey, the percentage of students who indicated they had an interest in staying connected to the program decreased from 84% to 65.4%.